



Houghton Mifflin English for Academic Success

College Reading 4

By: Cheryl Benz and Cynthia M. Schuemann

**Answer Key**

**Chapter 1**

**Remembering Our Lives**

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
2	1	1	Answers will vary. There are many memoirs written about famous people.
		2	The foreign woman, usually of North American or European descent.
		3	This introductory material can help students to answer question 4.
		4	It could be about remembering changes she experienced tied to language and culture and differences between the U.S. and the Dominican Republic.
		5	Answers will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
3	2	1	b. angry
		2	a. watchful
		3	d. talking
		4	c. easy class
		5	a. talked
		6	d. became confusing
		7	c. sung
		8	b. desire

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
5	3	1	Reading speeds will vary. How do individual speeds compare to the 250-400 wpm speeds noted in the Master Student Tip?

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
19	4	1	c. didn't know that Julia's mother could speak English.
		2	b. was trying to start a relationship with her.
		3	c. teachers
		4	a. usually won arguments with their parents in English.
		5	b. her father wanted her to go.
		6	c. lonely with Utcho and Betty.

		7	c. both spoke English better than Spanish.
		8	d. didn't have chaperons like the other girls.
		9	c. they wanted the girls to stop speaking English.
		10	a. an advantage
		11	a. liked Julia more than she liked him.
		12	d. was worried about a car accident.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
21	<b>5</b>	1	Done as an example.
		2	c. cannot be inferred. <i>In ¶ 5 she's not talking about really swimming. She's talking about "swimming" in a new language.</i>
		3	a. probably true. <i>In ¶ 8 she says, "No family connections, no tio whose name might open the door for us."</i>
		4	a. probably true. <i>In ¶ 8 she talks about being set free and that the world was exciting.</i>
		5	a. probably true. <i>In ¶ 16 she says that the town matron complained about them not having a chaperon.</i>
		6	c. probably false. <i>In ¶ 17 Alvarez says the name is affectionate, and Mangu's mother sends a cake. No negative response from Mangu is mentioned, so he probably did not dislike the name.</i>
		7	a. probably true. <i>In ¶ 21 Mangu would compliment her natural rhythm as she danced.</i>
		8	b. cannot be inferred. <i>In ¶ 34 Alvarez wonders about Mangu and talks about her own experience, but we do not have enough information to know about other relationships Mangu might have had.</i>
		9	a. probably true. <i>In ¶ 35 Alvarez quotes her.</i>
		10	a. probably true. <i>In ¶ 38 she expresses surprise.</i>
		11	a. probably true. <i>In ¶ 39 he expressed anger.</i>
		12	a. probably true. <i>In ¶ 43 she writes about English and American things that are strong parts of her identity</i>
		13	b. probably false. <i>In ¶ 44 she says she listening to Spanish tapes with her husband to encourage him.</i>

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
23	<b>6</b>	1	M.I. = theme of yearning and regret
		2	There are many examples of evidence to support this theme. Some locations are listed below.
		3	

		4	<p>¶1- I now speak my native language “with an accent”      ¶8- Our growing distance from Spanish ...      ¶10- By now we couldn’t go back as easily as that. Our Spanish was full of English ... It wasn’t until I failed at first love, in Spanish, that I realized how unbridgeable that gap had become.      ¶21- I was pleased with the praise. The truth is I wanted it both ways      ...      ¶22- I couldn’t carry on in Spanish about complicated subjects.      ¶25- I felt a pang of tenderness and regret.      ¶35- Still the yearning remained. How wonderful to love someone whose skin was the same ...      ¶43- And, as I spoke, that old yearning came back ...      ¶44- ... because I wanted to regain the language that would allow me to feel at home again in my native country.</p>
--	--	---	---

p.	Ex.	?	Answers
25	7		Student responses will vary. Students do not necessarily self-assess their vocabulary knowledge accurately. To probe their self-assessment, ask them to use words they say they know well in a phrase or sample sentence. Notice any pronunciation errors or awkward collocations.

p.	Ex.	?	Answers
27	8	1	Across: decade
		2	Down: despite
		3	Down: required
		4	Across: complex
		4	Down: compensation
		5	Down: revolution
		6	Across: version
		7	Down: liberation
		8	Across: convince
		9	Across: complex
		10	Down: perspective
		11	Down: retaining
		12	Across: quote
		13	Across: periodically
		14	Across: potential
		15	Across: dominant
		16	Down: pose
		17	Across: incident
		18	Across: inevitable
		19	Across: equivalent

p.	Ex.	?	Answers
28	9	1	social atmosphere

		2	a person behaving in too intimate a manner
		3	a sexual overture
		4	skip; avoid

p.	Ex.	?	Answers
29	<b>10</b>		You feel included. You feel like a friend
		1.	Varied responses are possible. Here are some examples: <i>How and why did this happen?</i> – includes the reader directly.
		2.	<i>Those were the days ... we were thrown into the deep end</i> – She uses idioms and informal expressions.
		3.	<i>My teachers talked me into taking French ... Spanish was a “gut course”</i> - She uses the language of kids at school
			She uses an informal tone to motivate and emotionally touch her readers.

p.	Ex.	?	Answers
31	<b>11</b>	1	b. ridiculing
		2	b. annoyed
		3	c. pessimistic
		4	a. mocking
		5	c. happy
		6	b. sad
		7	a. bitter
		8	b. pessimistic
		9	c. nostalgic
		10	d. disturbed
		11	c. sentimental

p.	Ex.	?	Answers
32	<b>12</b>	1	Answers may vary. Here are some examples:
		2	She uses Spanish in the beginning to show that she speaks two languages and both represent part of her identity. She also shows from the beginning that her Spanish is weak.
		3	In paragraph 8, she says “usted” because English doesn’t have different forms of “you”. Here too, she uses “tio” for uncle because it is a close family word. She uses Spanish when she wants us to feel her connection to her roots.

p.	Ex.	?	Answers
33	<b>13</b>	1	Dilita: hybrid, Puerto Rican & New York blend, glamour girl, teased hairdo, makeup, outfits, rebel, in charge of her destino
		2	Eladio: handsome tipo, tall, raven-black hair, arched eyebrows, flamenco dancer stance
		3	Mangu: chubby, sidekick, honey-skinned, dimples, pot belly, Dominican Pillsbury doughboy, named after a mashed plantain dish.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
34	<b>14</b>	1	a quiet town without much excitement
		2	looking very proud
		3	chubby
		4	laughing hard
		5	isolated
		6	to talk – have something to say
		7	talking a lot, in both languages
		8	familiar and comforting words
		9	angry feelings exploded

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
34	<b>15</b>		personification: sleepy, old-fashioned town
		1	simile: lonely as life on a chicken farm
		2	simile: those words that smelled like your house
		1	personification: answers will vary
		2	personification: answers will vary
		1	simile: answers will vary
		2	simile: answers will vary

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
36	<b>16</b>	1	He wanted to talk with her.
		2	Immigrants had to learn in school without extra language help.
		3	Some immigrant kids were not successful.
		4	It was very easy.
		5	We were feeling superior.
		6	We couldn't talk about those topics
		7	We had no one to help us/ save us.
		8	She couldn't come close to knowing Spanish so well.
		9	She didn't want to be categorized.
		10	He decided to use them again.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
37	<b>17</b>		Answers will vary. Some examples might include getting a driver's license, graduating from high school.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
37	<b>18</b>	1	Yes. Explanations will vary.
		2	For example, dealing with a sense of belonging to two groups while not completely belonging to either one, or knowing expressions for certain situations in one language, but not being able to find the "right" words quickly when needed in the other language.
		3	Answers will vary. An example from popular culture is Christopher

			Reeves who faced incredible odds while fighting for the benefit of all people with spinal cord injuries.
--	--	--	--

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
38	<b>19</b>		Reading Journal responses will vary. Consider responding to content & ideas only for reading journal exercises.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
39	<b>20</b>	1	Poem examples will vary. Poem qualities include special uses of language such as rhyming and meter.
		2	Juggling is a talent with throwing and catching rotating balls.
		3	Even if you can't understand another person's language, laughing together can make you feel close.
		4	The introductory material can help students to answer question #5.
		5	He probably sometimes felt isolated and different.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
40	<b>21</b>		Students are asked to preview these expressions that have strong cultural references. Add commentary as needed.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
44	<b>22</b>	1	a. probably true
		2	a. probably true – she stooped to pick them up.
		3	a. probably false – “Little Grandma” and many food examples
		4	c. cannot be inferred
		5	b. probably false – on weekend visitations
		6	a. probably true – one-present Christmases
		7	a. probably false – she always managed not to catch him
		8	a. probably true – she short-sheeted his bed.
		9	a. probably true – he wrote the poem about her gift of laughter
		10	a. probably true – he used railroad swear words.
		11	b. probably false – his mother was 71.
		12	c. cannot be inferred.
		13	a. probably true – he said he owed it to his mother and grandchildren

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
45	<b>23</b>	1	stooped = bent over
		2	visitation = the act of spending time with someone
		3	value = believe something is important
		4	afford = to have enough money
		5	firewood = wood from a cut tree used to burn

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
46	<b>24</b>	1	nostalgic or sentimental

p.	Ex.	?	Answers
46	<b>25</b>	1	At 71, my mother juggled three, even four beanbags while shouting “yeeaaat” and “yoi-cho” between her gold front teeth.
		2	My children stooped to pick up her mistakes.
		3	They watched, mouths shaped like little o’s as “Little Grandma” laughed in a language anyone could understand.
		4	On visitation weekends we visited her low-income apartment and shared 7Up, too many British jelly cookies and potato chips.
		5	Now, over twenty years later, I value my mother’s humor.
		6	As a child I had one-present Christmases, but there was always roast turkey on holidays, jeans with no holes, and a first-base glove from Montgomery Ward that they really couldn’t afford.
		7	I remember the night when two girls from the class of ’59 had driven 10 miles from Odessa just to show my mother how to short sheet my bed.
		8	I can still hear her laughter in the dark.
		9	I can also remember my mother chasing me with a stick of firewood around the trash burner in the parlor, using my father’s railroad swear words.
		10	She always managed not to catch me.
		11	Now I warn my children – when I turn 71, I may turn from poetry to juggling oranges. I owe it to my mother; I owe it to my six grandchildren.

p.	Ex.	?	Answers
47	<b>26</b>	1	Answers can vary. Possible answers include: They are similar because they are both nostalgic. They both see their immigrant parents from a new perspective as they are older. They both include colorful descriptions and cultural references.
		2	Answers can vary. Possible answers include: They are different because one is a poem and the other is a short story. One was written by a Japanese-American man, the other a Dominican-American woman. One is much longer than the other.

p.	Ex.	?	Answers can vary.
47	<b>27</b>	1	Often jokes that are funny in one language are not funny in another.
		2	Practical jokes in the U.S. are especially popular on April Fool’s Day.
		3	People of different ages view events from different perspectives. As a person grows older, sometimes his or her opinions change.
		4	Laughter is a display of touched emotion. It can bring people together.
		5	Many families pass down customs, traditions, and expressions from generation to generation. Hearing parents’ words in our minds is a common life-long experience.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
48	<b>28</b>		Reading Journal responses will vary. Consider responding to content & ideas only for reading journal exercises.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
48	<b>29</b>	1	A memoir is an account of the personal experiences of an author. It a story about his or her own life. An important strategy is to focus on the theme of the memoir.
		2	DO: try to guess the meaning of new words; increase the number of words you read at a time. DON'T: pronounce words will you read; reread words and phrases.
		3	Figurative language is representing ideas in a creative way to make descriptions more lively and vivid. Personification, metaphors, and similes are types of figurative language. "I felt as if I had just won the lottery" is an example of a simile.
		4	Idioms are a group of words that have special meaning when they are used together apart from what the individual words mean. For example, "Not everyone came up for air." Means not everyone survived the experience.
		5	For example, Dilita is a hybrid, Puerto Rican & New York blend. She is a glamour girl with a teased hairdo, makeup, nice outfits. She is a rebel, in charge of her "destino".
		6	It is sentimental and nostalgic.
		7	For example, they both include some of their home languages – "Por favor. Puedo decirlo en ingles?" and "Yeeaat"
		8	Cultural references are words or concepts that have special meaning to a particular culture. Many times we might read or hear something that people assume we know about or understand because it is common for them. 7Up is an example of a type of soda that is very common for Americans that people from other cultures might not have tasted.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
49	<b>30</b>		Sample sentences from students will vary.

**Chapter 2**

**Reading and Learning**

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
51	1		Answers will depend on the particulars of your institution. Try to find out this information prior to having the students carry out their investigation, and/or accompany the teams.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
49	2	1	Reconnaissance = an inspection or exploration of an area, especially to gather military information.
		2	the military
		3	He could be trying to apply the idea of looking ahead in order to have a strategy or plan in mind – reading in a disciplined way; just as military personnel check out terrain and settings before taking action.
		4	b. straightforward

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
54	3	1	Read the table of contents
		2	Look at every page a. move quickly b. scan headlines c. look at pictures d. notice forms, charts, & diagrams
		3	Write down interesting ideas

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
54	4	1	reading for pleasure and to understand the theme
		2	reading for information – to learn how to use a reading strategy
		3	c. Muscle Reading

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
55	5	1	probably yes, if nothing else, remind students about class evaluation surveys.
		2-6	Answers will vary.
		7	Multiple choice formats make it easier to tabulate results.
		8	Answers will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
56	6	1	We, the students
		2	12
		3	Answers will vary
		4	about personal strengths and weaknesses as a student

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
56	<b>7</b>	1	d. accurate
		2	a. finish
		3	b. strengthen
		4	c. remember
		5	d. viewpoints
		6	d. truthful

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
65	<b>8</b>		Individual wheels will vary

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
66	<b>9</b>	1-6	Reading journal responses will vary

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
67	<b>10</b>		Answers will vary. Generally students have asked about “jog” in “jog my memory” in section 3, #7; “biases” in section 7, #1; and “assumptions that underlie assertions” in section 8, #6

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
67	<b>11</b>	1-13	Original sentences will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
69	<b>12</b>	1-42	Students are directed to self-evaluate word knowledge.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
70	<b>13</b>		Word choices will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
70	<b>14</b>	1-2	<ol style="list-style-type: none"> <li>1) looking for information in the context surrounding a word that could help you understand it</li> <li>2) looking for repeated occurrences of the word</li> <li>3) thinking about the meaning of word parts (root, prefix, suffix)</li> <li>4) thinking about the meaning of different forms of the word you might already know.</li> <li>5) looking up the word in a dictionary – this could be bi-lingual, mono-lingual, electronic, or a special dictionary for language learners</li> <li>6) looking up the word in the book’s index or appendix if available</li> <li>7) asking someone else about the meaning of the word</li> </ol>

		3	Understanding and learning words are two different things. You can understand something when you hear it or read, but that doesn't mean you can use it when you speak or write. It takes commitment and effort to learn new words.
--	--	---	--

p.	Ex.	?	Answers
71	<b>15</b>	1-4	Skill/strategy choices/benefits will vary.

p.	Ex.	?	Answers
72	<b>16</b>		Reading journal responses will vary. Students will probably note that their reading process varies depending on the type of text they are reading.

p.	Ex.	?	Answers
72	<b>17</b>		Students may write down such things as "use a highlighter", "take notes", "write in book margins", "preview", "talk over readings with a friend", etc.

p.	Ex.	?	Answers
83	<b>18</b>		<p>Muscle Reading</p> <p>Pry out questions.</p> <ol style="list-style-type: none"> <li>1) Step 1: Preview</li> <li>2) Step 2: Outline</li> <li>3) Step 3: Question</li> </ol> <p>Root up answers.</p> <ol style="list-style-type: none"> <li>4) Step 4: Read</li> <li>5) Step 5: Underline</li> <li>6) Step 6: Answer</li> </ol> <p>Recite, review, and review again.</p> <ol style="list-style-type: none"> <li>7) Step 7: Recite</li> <li>8) Step 8: Review</li> <li>9) Step 9: Review again</li> </ol>

p.	Ex.	?	Answers
84	<b>19</b>		<p>See the steps above. Each team should explain a step as generally follows:</p> <ol style="list-style-type: none"> <li>1) <b>Preview</b> = Survey the assigned reading selection, like a reconnaissance. Review the table of contents, flip through the pages, take 5 minutes. Look for familiar concepts, link ideas to things you already know. Ask yourself how content relates to you. Notice visuals like charts, etc.; notice summary sections. Read headings and subtitles. Maybe read the preface to know more about the author. Develop a study/reading plan. Previewing increases your comprehension.</li> <li>2) <b>Outline</b> = Section titles and sub headings can help you for this.</li> </ol>

		<p>Use a comfortable style with numbers, letters, or a “mind map” look. Some types of reading need more outlining than others.</p> <p>3) <b>Question</b> = Ask yourself many questions before you read. Imagine a dialogue with the author. Ask about concepts. Turn section headings into questions. Ask, “What”, “How”, etc. imagine you are a teacher creating exam questions.</p> <p>4) <b>Read</b> = “Be here now.” Notice when your attention wanders and bring it back. If you are distracted, make tick marks to count how often you lose concentration. If you have a problem, write it down to work on later. Read a lot, but take breaks and reward yourself. Set reasonable goals. Distribute your practice. Use visual pictures of concepts. Sometimes say concepts out loud. Sometimes imagine feeling or touching the things you read about. Put energy into your reading, like a company president, sit up in your chair.</p> <p>5) <b>Underline</b> = Make marks in your book. Highlight, write notes, and create signals. To highlight, read first, and then decide what’s most important. Don’t overdo it – usually less than 10%. Use multiple colors, write notes in pen in the margins. Write summary statements or questions. Don’t worry about resale. value. Own your book and learn! Underlining helps you when you make a physical connection with your book and mind, and it helps you later to save time when you review and study again.</p> <p>6) <b>Answer</b> = Imagine you are a detective. Find answers for the pre-reading questions you thought of, and fill in your outline based on headings. If you can’t find all of the answers, ask questions in class.</p> <p>7) <b>Recite</b> = Talk to yourself, a mirror, or a friend after you read. Look at what you marked in your book, and re-explain those points. Teach each other in a study group. Talk about your reading whenever you can.</p> <p>8) <b>Review</b> = Do your first review within 24 hours, or one day. This moves information from short term to long term memory. Look at your notes and recite some points. Relearning points the day after, helps you remember more easily and saves you time later. The review step can take 15 minutes.</p> <p>9) <b>Review Again</b> = Do review agains once a week or month. This can be short – 5 minutes. Go over notes, look at you highlights, recite important points. This makes the knowledge distinct with more mental connections. Do the review agains anywhere – while waiting for the bus, etc. Carry index cards with notes for review agains. If an assignment was difficult, maybe you need to reread it. Schedule review periods, such as 1 hour each Saturday or Sunday for all subjects . Keep reviews short and frequent. Also, take time to reflect and think about what you are learning whenever you can. The primacy-recency effect</p>
--	--	---

			means you remember the first and last things in a presentation. Use previewing and reviewing to help you remember and learn.
--	--	--	---

p.	Ex.	?	Answers
85	<b>20</b>	1-5	<p>Student paraphrase sentence samples will vary. Some examples are included here for reference:</p> <ul style="list-style-type: none"> <li>• According to Ellis, we should do a 5 minute textbook reconnaissance before we read a chapter.</li> <li>• Ellis describes preview techniques like flipping through the pages and looking at headings, charts, pictures, and summary parts.</li> <li>• Ellis states that asking yourself questions before you read can help you keep interested in your reading assignment.</li> </ul>

p.	Ex.	?	Answers
87	<b>21</b>	1	<p>Read the table of contents Look at every page</p> <ol style="list-style-type: none"> <li>move quickly</li> <li>scan headlines</li> <li>look at pictures</li> <li>notice forms, charts, &amp; diagrams</li> </ol> <p>Write down interesting ideas</p>
		2	Areas to improve could include any of the 12: motivation, time, memory, reading, notes, tests, diversity, thinking, writing, relationships, money & health, or purpose.
		3	No. You should adjust your reading strategies depending on what you are reading and why you are reading. For example, you read a novel in a way different from a textbook chapter.
		4	Asking yourself questions before you read can increase your interest and help to keep you focused without distraction when you read.
		5	You could make a tick mark each time your mind wanders.
		6	You should review a day after you read, and then review again once a week. This can help you remember and learn.
		7	About 10%.

**Chapter 3**

**Studying Memory**

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
90	1	1-4	Answers will vary. See Chapter Notes for suggestions.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
91	2-3		Results will vary. See Chapter Notes for suggestions and Handouts/Transparencies.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
95	4	1	Weston was a schizophrenic who shot two people at the U.S. Capitol building. This story introduced the selection to catch the readers' attention and serve as a way to illustrate concepts from psychology.
		2	These are rhetorical questions to engage the readers. The responses are opinion/knowledge based. Some can be answered; some require more technical knowledge about psychology and society.
		3	The two purposes are: 1) to define psychology, and 2) to state what will be covered in the chapter.
		4	<b>Psychology</b> is the science that seeks to understand behavior and mental processes, and to apply that understanding in the service of human welfare.
		5	The World of Psychology: An Overview a) as it exists today b) as it developed Unity and Diversity in Psychology a) differing approaches b) sub fields

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
96	5	1	Paragraph 1
		2	Paragraph 3
		3	Paragraph 1 has a lot of past tense. Paragraph 3 has present tense and present perfect tense.
		4	Paragraph 1 is more like a story. The tone is engaging to readers. It has a concerned (disturbed) tone about Weston's actions. Paragraph 3 explains. It has an objective (formal, straightforward, factual, scientific) tone.
		5	The story of Weston provides an example. When questions are asked in paragraph 2 and explanations are given in paragraph 3, you can understand better by thinking about the Weston example.

p.	Ex.	?	Answers
99	6	1	<p>How much do you remember about what you might be reading? Answers will vary.</p> <p>How many sections are there? 9</p> <p>What is the first one about? The Nature of Memory</p> <p>What is the last one about? Key Terms</p> <p>Can you remember something about the middle sections? Answers will vary.</p> <p>What does this mean? We need to WORK to remember.</p>
		2	<p>Possible questions could be...</p> <p>Basic Memory Processes</p> <ul style="list-style-type: none"> <li>• How many memory processes are there?</li> <li>• Is there an order to memory processes?</li> </ul> <p>Types of Memory</p> <ul style="list-style-type: none"> <li>• How many types of memory are there?</li> <li>• What are they called?</li> </ul> <p>Explicit and Implicit Memory</p> <ul style="list-style-type: none"> <li>• What is explicit memory?</li> <li>• What is implicit memory?</li> </ul> <p>Focus on Research Methods: Measuring Explicit Versus Implicit Memory</p> <ul style="list-style-type: none"> <li>• How can we measure memory?</li> </ul> <p>Models of Memory</p> <ul style="list-style-type: none"> <li>• What is a model of memory?</li> <li>• What does one look like?</li> <li>• How many are there?</li> </ul>
		3	Answers are individual.
		4	Working with an outline before you read can help you “navigate” when you read because you already know what lies ahead.
		5	The story of Weston provides an example. When questions are asked in paragraph 2 and explanations are given in paragraph 3, you can understand better by thinking about the Weston example.

p.	Ex.	?	Answers
100	7		This is a reminder to answer the questions you wrote for exercise 6 when you read.

p.	Ex.	?	Answers
110	8		<p>This is an oral response exercise. Possible summary explanations could be:</p> <p>Basic memory processes include three steps: 1) encoding, 2) storage, and 3) retrieval. Encoding means to put something into a memory “code”. The code could be acoustic, visual, or semantic. Acoustic means by hearing. Visual is by seeing, and semantic is by meaning. For step 2, storage, you maintain the memory. There are three types of long term memories in storage: episodic, procedural, and semantic. Episodes are things that happen, events you remember. Procedural memories are memories about how to do things. Semantic memories are the memories of what things mean. For step 3, retrieval, you recover or bring back a memory. There are two types of retrieval, recall and recognition.</p> <p>This figure compares how time affects memory. It affects implicit memory differently from explicit memory. With the passage of time, implicit memory is stronger than explicit memory. For the experiment, researchers asked people to recognize words from a list they had seen 1 hour before, and then 7 days before. They recalled a lot after an hour, but not many after 7 days. They also asked them to complete word fragments from words that had been on a study list. They did better with the fragments 7 days later than they did with recalling which words were on the list. Completing fragments showed implicit memory. Explicit and implicit memory may be different types of memory. The probability of correct response was about .54 for 1 hour recognition and .20 for 7 days. The probability of correct response was about .49 for 1 hour for fragment completion and .48 for 7 days.</p> <p>Explicit memory is when we “deliberately try to remember something.” Implicit memory is “unintentional recollection and influence of prior experiences.”</p>

p.	Ex.	?	Answers
112	9	1	<p>These should be more simply expressed in students own words. This is an oral response exercise.</p> <p><b>STUDENT A: Explain Basic Memory Processes</b></p> <p>“There are three basic memory processes. <i>Encoding</i> transforms <u>stimulus</u> information into some type of <u>mental</u> representation. Encoding can be <i>acoustic</i> (by sound), <i>visual</i> (by appearance), or <i>semantic</i> (by meaning). <i>Storage</i> <u>maintains</u> information in the memory system over time. <i>Retrieval</i> is the <u>process</u> of gaining <u>access</u> to previously stored information.”</p> <p><b>STUDENT B: Explain Types of Memory</b></p>

		<p>“Most psychologists agree that there are at least three types of memory. <i>Episodic memory</i> contains information about <u>specific</u> events in a person’s life. <i>Semantic memory</i> contains generalized knowledge about the world. <i>Procedural memory</i> contains information about how to do various things.”</p> <p>STUDENT A: Explain Explicit and Implicit Memory</p> <p>“Most research on memory has concerned <i>explicit memory</i>, the <u>processes</u> through which people deliberately try to remember something. Recently, <u>psychologists</u> have also begun to examine <i>implicit memory</i>, which refers to unintentional recollection and influence of <u>prior</u> experiences.”</p> <p>STUDENT B: Explain Measuring Explicit Versus Implicit Memory</p> <p>It is easier to measure explicit memory because it is not as hidden as implicit memory. One way researchers have tried to measure implicit memory of having seen words on a list was by having people complete word fragments with just a few letters from the words. To measure explicit memory, they just asked the people to check off the words they had seen.</p>
--	--	--

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
113	<b>10</b>	1	Examples will vary. Here are some ideas. <u>acoustic</u> : Saying a parking spot number out loud to remember it.
		2	<u>visual</u> : Remembering Basic Memory Processes by visualizing the diagram from the book.
		3	<u>semantic</u> : Remembering that a car (general meaning) was parked in your neighbor’s driveway just before the house was robbed.
		4	storage: Keeping a memory in your brain of how to do something you learned in childhood, like playing checkers.
		5	retrieval: Trying to remember something you memorized like a phone number.
		6	recall: Writing an essay answer to a test question.
		7	recognition: Answering multiple choice test questions.
		8	<u>episodic</u> : Remembering a wedding day.
		9	<u>semantic</u> : Remembering what a cat is.
		10	<u>procedural</u> : Remembering how to start up a computer.
		11	explicit: Remembering what happened on the first day of class. Teaching someone all of the steps needed to ride a bicycle by saying them.
		12	implicit: Disliking someone you just met, but not knowing why. Being able to ride a bicycle without thinking about the steps.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
114	<b>12</b>	1	A paradox is something surprising – like why we remember one person's name when we don't remember another person's.
		2	Selective means that we retain only some information.
		3	Recalled means not forgotten.
		4	Roughly means about.
		5	Sensory information comes from physical stimuli.
		6	Acoustic encoding is representing by a sequence of sounds.
		7	Visual encoding is representing by a picture.
		8	Semantic encoding is representing by general meaning.
		9	Storage is maintaining information over time.
		10	Retrieval is locating stored information and bringing it to consciousness.
		11	Tends to be means is usually.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
116	<b>13</b>		Individual student vocabulary lists will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
116	<b>14</b>		Students can complete this exercise with vocabulary flashcards on the Houghton Mifflin student website. <a href="http://esl.college.hmco.com/students">http://esl.college.hmco.com/students</a>

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
118	<b>15</b>	1	alternative
		2	attitude
		3	depression
		4	phenomena
		5	variable
		6	mechanism
		7	participant
		8	detector
		9	welfare
		10	stimuli
		11	instances
		12	chemicals

<b>p.</b>			The study about Rajan Mahadevan proves that memory is full of paradoxes. He could remember one thing, but not another.
120			Kihlstrom is associated with the theory that memory is necessary for a meaningful sense of self.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
121	<b>16</b>	1	D
		2	F
		3	F
		4	E
		5	B
		6	C
		7	A
		8	C

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
121	<b>17</b>	¶14	Tulving, Schacter, & Stark contrasted explicit and implicit memory.
		¶16	Warrington & Weiskrantz reported on implicit memory tests.
		¶17	Komatsu & Naito and Mitchell found that passage of time affects implicit and explicit memory differently.
		¶17	Light reported that aging has fewer negative effects on implicit memory than explicit memory.
		¶18	Gabrieli et al suggested independence of implicit and explicit memory.
		¶18	Squire and Tulving & Schacter believe that explicit and implicit memory involve separate neural systems in the brain.
		¶19	Schacter, Church & Treadwell, and Tulving are studying implicit memory and amnesia.
		¶19	Elliot & Green are studying implicit memory and depression.
		¶19	Jacoby, Marriot, & Collins are studying implicit memory and problem solving.
		¶19	Fiske is studying implicit memory and prejudice and stereotyping.
		¶19	Nelson is studying implicit memory and self concept.
		¶19	Duke & Carlson are studying implicit memory and ads.
		¶20	Schacter, Squire, and Tulving & Schacter believe implicit and explicit memory involves different structures in the brain.
		¶20	Nelson, McKinney & Bennett, and Roediger, Guynn & Jones believe implicit and explicit memory entail different cognitive processes.
		¶20	Greenwald & Banaji are studying implicit memory and people's judgements about a group of people.
		¶20	Devine studied explicit and implicit memory and stereotypes.
		¶20	Lepore & Brown also studied explicit and implicit memory and stereotypes.
		¶20	Nelson et al. are studying mechanisms responsible for explicit and implicit memory and how they are related.

p.	Ex.	?	Answers
122	18	1	<p>Answers will vary. Examples could include:</p> <ul style="list-style-type: none"> <li>• How did you decide on your major?</li> <li>• Why does this study area interest you?</li> <li>• Who are the best instructors at the college in this field?</li> <li>• Which are the best courses to take?</li> <li>• Did you have to write any research papers or do any special projects? What were they like?</li> <li>• Can you tell me about reading assignments and class discussion expectations?</li> <li>• Have you done any volunteer work or an internship in your major area? If yes, what did you do?</li> <li>• Will you continue for more education after you earn your first degree?</li> <li>• What do you see yourself doing in a few years? What are your long term goals?</li> <li>• What types of employers hire people with this major?</li> <li>• What salary level would a new person start with?</li> <li>• Do you have any other advice for me?</li> </ul>
		2	Answers will vary.
		3	Narrative style uses a lot of past tense and presents events in chronological order. Scientific style uses present, present perfect and future tenses (including modals). It presents theories, explanations and examples. It is objective.
		4	<b>Psychology</b> is the science that seeks to understand behavior and mental processes, and to apply that understanding in the service of human welfare.
		5	The three basic memory processes are encoding, storage, and retrieval. Encoding is the first step. Experiences are turned into an acoustic, visual, or semantic code. The second step is storage, or moving the memory code from short term to long term memory. The third step is retrieval, this means getting the memory back from long term memory. Students should include examples.
		6	The three primary types of memory are episodic, procedural, and semantic. Episodic is remembering events. Procedural is remembering how to do things, and semantic is remembering the meaning of things. Students should include an example of each.
		7	Explicit memory is remembering on purpose. Implicit memory is recalling because something causes a feeling or thought. Explicit memory is conscious. Implicit memory is unconscious. Students should include an example of each.
		8	This graph compares the probability of recalling a word with the position of the word in a list. If there are 20 items in a word list, there is about a .6 probable recall of word 1 and a .7 probable recall of word 20.

		There is lower probable recall of the words in the middle of the list. There is a .2 probable recall of words 10 and 15. The primacy and recency effect means we remember the first and last things more often than things in the middle.
--	--	---

## Chapter 4

## Nature's Memory – Leaving Footprints

p.	Ex.	?	Answers
127	1		<u>5</u> demography is the study of human populations
			<u>1</u> agriculture is the study of growing food and farming
			<u>9</u> ethics is the study of morals, values and behavior
			<u>3</u> chemistry is the study of how matter is structured
			<u>7</u> economics is the study of the production, distribution, and consumption of goods and services
			<u>2</u> biology is the study of life and living organisms
			<u>10</u> geography is the study of Earth's features, climates, and peoples
			<u>16</u> sociology is the study of human relationships in society
			<u>8</u> engineering is the study of the design of machines, roads, waterways, & bridges
			<u>14</u> physics is the study of matter & energy
			<u>6</u> ecology is the study of relationships between organisms & environments
			<u>4</u> cultural anthropology is the study of human behavior specific to a country or people
			<u>13</u> natural resource management is the study of control & supervision of parts of the natural environment such as water, forests & agriculture.
			<u>11</u> geology is the study of the Earth's structure & history
			<u>12</u> law is the study of rules of conduct & justice systems
			<u>15</u> politics is the study of the structure of government

p.	Ex.	?	Answers
128	2	1	Answers will vary.
		2	Include discussion of the inclusiveness of environmental science.
		3	Answers will vary. Possibilities could include jobs in three areas: 1) ENVIRONMENTAL PROTECTION, or solid and hazardous waste management and pollution control; 2) NATURAL RESOURCE MANAGEMENT, or land and water conservation, fish and wildlife management, forestry, parks, and outdoor recreation; 3) COMMUNICATIONS AND PUBLIC AFFAIRS. Follow this link <a href="http://www.environmentalcareer.info/jobseekers/searchresults2.asp">http://www.environmentalcareer.info/jobseekers/searchresults2.asp</a> to a current listing of jobs hosted by <a href="http://environmentalcareer.com/">http://environmentalcareer.com/</a> for specific real examples with job descriptions.



p.	Ex.	?	Answers
131	<b>3</b>	1	“Environmental sustainability is the ability of the environment to function indefinitely without going into decline from stresses imposed by human society on natural systems (such as soil, water, and air) that maintain life.”
		2	<ul style="list-style-type: none"> <li>a) using non-renewable resources</li> <li>b) using renewable resources faster than they can be replenished.</li> <li>c) polluting the environment</li> <li>d) population growth</li> </ul>
		3	Because various interactions among ecological, social, cultural and economic factors are difficult to predict.
		4	Answers will vary. Investigate this prior to class for specific local/regional ideas.
		5	Answers will vary.

p.	Ex.	?	Answers
132	<b>4</b>	¶1	Inform – They define words and give examples.
		¶2	Inform – They explain environmental science and pollution.
		¶3	Inform/Persuade – They define environmental sustainability while stressing its importance.
		¶4	Persuade – They provide support for their opinion that human society is not operating sustainably.
		¶5	Persuade – They mention a possible catastrophic consequence.
		¶6	Persuade – They try to convince the readers that finding solutions to problems of environmental sustainability is difficult and complex.
		¶7	Provide an overview – They identify three broad themes.

p.	Ex.	?	Answers
132	<b>5</b>		Paragraphs 1 and 2 have an objective tone. They use simple present tense and definition sentence structure. Paragraph 6 is a little more informal tone. The authors use modals like “may”. They ask the readers a rhetorical question. They also include the readers by using pronouns like “our” and “we”.

p.	Ex.	?	Answers
133	<b>6</b>	1	D. How humans can best live within the Earth’s environment.
		2	D. it uses and combines information from many disciplines.
		3	D. is any alteration of air, water, or soil that harms the health, survival, or activities of humans and other living organisms.
		4	D. is the ability of the environment to function indefinitely without going into a decline from the stresses imposed by human society on natural systems that maintain life.
		5	E. fossil fuels
		6	E. fresh water

p.	Ex.	?	Answers
134	7	1	<ul style="list-style-type: none"> <li>• interdisciplinary = a subject area that uses and combines information from many disciplines.</li> <li>• interconnected = involving many areas</li> <li>• interactions = when two or more factors affect each other.</li> </ul>
		2	<ul style="list-style-type: none"> <li>• interdisciplinary = discipline</li> <li>• interconnected = connect</li> <li>• interactions = action</li> </ul>
		3	<ul style="list-style-type: none"> <li>• <i>interconnected</i> problems</li> <li>• various <i>interactions</i>, or the effects of many <i>interactions</i> between</li> </ul>
		¶4	Answers will vary. For example: interstate highway, international relations, Internet.

p.	Ex.	?	Answers
135	8	1	biology, ecology, geology, sociology, anthropology
		2	the study of ...
		3	physics, economics, politics, ethics
		4	the study of ...
		5	economic, dynamic, scientific
		6	relating to ...

p.	Ex.	?	Answers
136	9	1	Word choices will vary.

p.	Ex.	?	Answers												
137	10		Answers will vary. Here are some possible sample response.												
			<table> <thead> <tr> <th></th> <th><i>Overconsumption</i></th> <th><i>Population growth</i></th> <th><i>Pollution</i></th> </tr> </thead> <tbody> <tr> <td><i>Why difficult to stop?</i></td> <td>habits greed/reward</td> <td>cultural differences</td> <td>needs for “progress” less developed nation needs</td> </tr> <tr> <td><i>What can be changed?</i></td> <td>consume less and recycle more; live more simply</td> <td>have fewer children; adopt</td> <td>act responsibly and work with others to do the same</td> </tr> </tbody> </table>		<i>Overconsumption</i>	<i>Population growth</i>	<i>Pollution</i>	<i>Why difficult to stop?</i>	habits greed/reward	cultural differences	needs for “progress” less developed nation needs	<i>What can be changed?</i>	consume less and recycle more; live more simply	have fewer children; adopt	act responsibly and work with others to do the same
	<i>Overconsumption</i>	<i>Population growth</i>	<i>Pollution</i>												
<i>Why difficult to stop?</i>	habits greed/reward	cultural differences	needs for “progress” less developed nation needs												
<i>What can be changed?</i>	consume less and recycle more; live more simply	have fewer children; adopt	act responsibly and work with others to do the same												

p.	Ex.	?	Answers
138	11		Answers will vary. Possible examples include the following.
		1	In the U.S., people use cars rather than public transportation; this wastes gas.
		2	In some areas such as California, there are disputes about water rights.
		3	In many rivers we can no longer swim or eat the fish.
		4	Some countries, like China, have birth policies, but our world population continues to expand.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
139	<b>12</b>	1	Logging is the harvesting of trees. Loggers cut down the trees and transport the logs.
		2	Some products include board and construction materials, wooden furniture, and paper.
		3	Sometimes the land remains deforested, other times logging companies replant trees.
		4	How eco-systems are affected when trees are taken away.

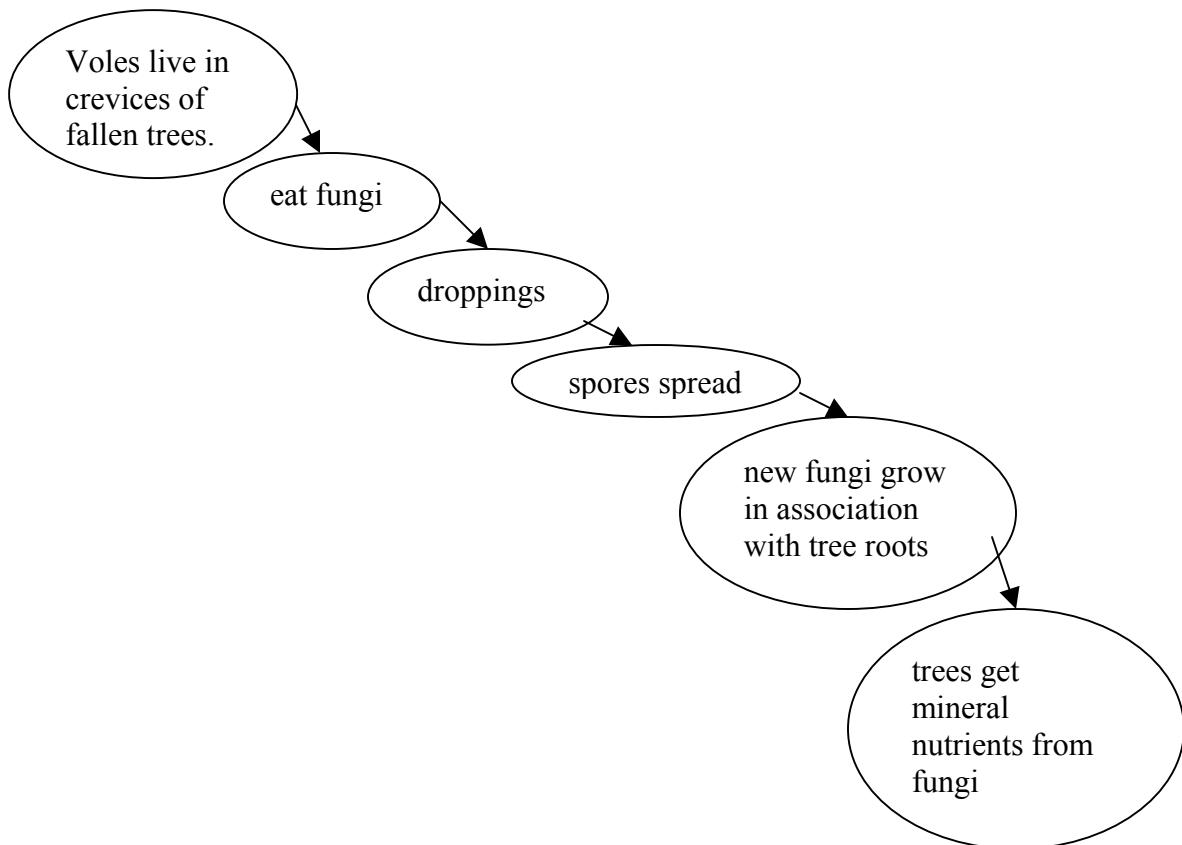
<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
140	<b>13</b>		<p><i>Loggers</i></p> <ul style="list-style-type: none"> <li>• jobs</li> <li>• timber is a main revenue source</li> </ul> <p><i>Environmentalists</i></p> <ul style="list-style-type: none"> <li>• forest habitat/old growth forests</li> <li>• the northern spotted owl</li> <li>• protection of 40 other endangered or threatened species</li> <li>• complex natural ecosystems</li> </ul>

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
146	<b>14</b>	1	c.
		2	d.
		3	b.
		4	a.
		5	a.
		6	a.
		7	d.
		8	b.
		9	b.
		10	a.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
148	<b>15</b>	1	<i>Redwood</i> . These are some of the world's tallest trees. They can live to be 2000 years old and grow to over 300 feet tall. They are found on the California coast. They have needles and pine cones. They are evergreens.
		2	<i>Sequoia</i> . These trees are similar to redwoods, but they do not grow on the coast. They grow in California and Nevada. They also live to be very old, up to 3200 years old. They are still tall, but not as tall as redwoods. They have thicker diameters, and thick bark.
		3	<i>Douglas Fir</i> . These trees are more common pine trees. They grow in mountain areas including the Rockies. They are tall and thin and have blue-green needles.
		4	<i>Spruce</i> . These are also more common. They are fuller than Douglas Fir

			trees and they have shorter needles.
		5	<i>Coniferous Trees.</i> Coniferous trees do not have leaves like Deciduous trees. They have needles and pinecones with scales instead. The needles and scales are sticky and have a scent. They are poisonous if eaten.
		6	Fungi. Fungal organisms include mushrooms, rusts, smuts, puffballs, truffles, morels, molds, and yeasts, and many additional less well-known organisms (Alexopoulos et al., 1996). The study of fungi is called mycology.
		7	<i>Red Tree Vole.</i> They are small rodents found in the coastal mountains. They live in tree tops in old-growth forests rather than on the ground. They are small, usually 6-8 inches including their long tails. They eat Douglas Fir needles.
		8	Flying squirrel. They are nocturnal rodents. They don't really fly, but they can glide. They have brown fur and white undersides. A thin skin connects their wrists and legs. It catches the air when they jump down from trees, and their tails guide them. They have big eyes.
		9	<i>Northern Spotted Owl.</i> They are found in the Northwest. They are dark brown with white spots on their heads. They are endangered and live in old growth forests.
		10	<i>Salmon.</i> These are interesting fish that migrate from rivers and lakes to the ocean and back. There are many possible dangers on the way, such as getting caught in dams.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
150	<b>16</b>		



p.	Ex.	?	Answers
150	<b>17</b>	1	Paragraph 14 focuses on the salvage logging law. The authors try to persuade the readers that taking dead and diseased trees is also bad because it changes the eco-system and it is not cost effective. The tone is disturbed. In paragraph 15, the authors summarize all of their reasons for preserving old growth forests and preventing logging there.
		2	Their tone becomes more forceful and urgent.

p.	Ex.	?	Answers
151- 152	<b>18</b>		Selected words will vary. See Handout 4.2

p.	Ex.	?	Answers (See Transparency 4.1.)
152	<b>19</b>	1	<ul style="list-style-type: none"> <li><i>Disciplines from Selection 1</i> – Examples from Selection 2</li> <li><i>biology</i> - Plants, animals, &amp; eco-systems</li> <li><i>geography</i> - Northwest region</li> <li><i>chemistry</i> - decomposition processes</li> <li><i>geology</i> – the preservation of old growth forest land</li> <li><i>physics</i> - automation of the timber industry</li> <li><i>economics</i> - the costs &amp; benefits of logging for different groups</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>sociology</i> - the relationship between timber industry, environmentalists, and the government</li> <li>• <i>cultural anthropology</i> - considering traditional lifestyles of loggers</li> <li>• <i>natural resources management</i> - forest supervision</li> <li>• <i>agriculture</i> - harvesting &amp; replanting trees</li> <li>• <i>engineering</i> - design of roads &amp; machines</li> <li>• <i>law</i> - legal arguments and policies</li> <li>• <i>politics</i> - Clinton's "Timber Summit" &amp; federal aid, The Northwest Forest Plan &amp; other policies</li> <li>• <i>ethics</i> - considering both perspectives</li> </ul>
	2	The loggers were not using the forest sustainably because they removed trees faster than the forest could regenerate trees.
	3	"We are using renewable resources such as fresh water faster than they can be replenished naturally."
	4	Old growth forests are renewable in the sense that trees can be replanted; however, they will never be the same as the ancient tree forests.

p.	Ex.	?	Answers
153	20		See chapter notes.

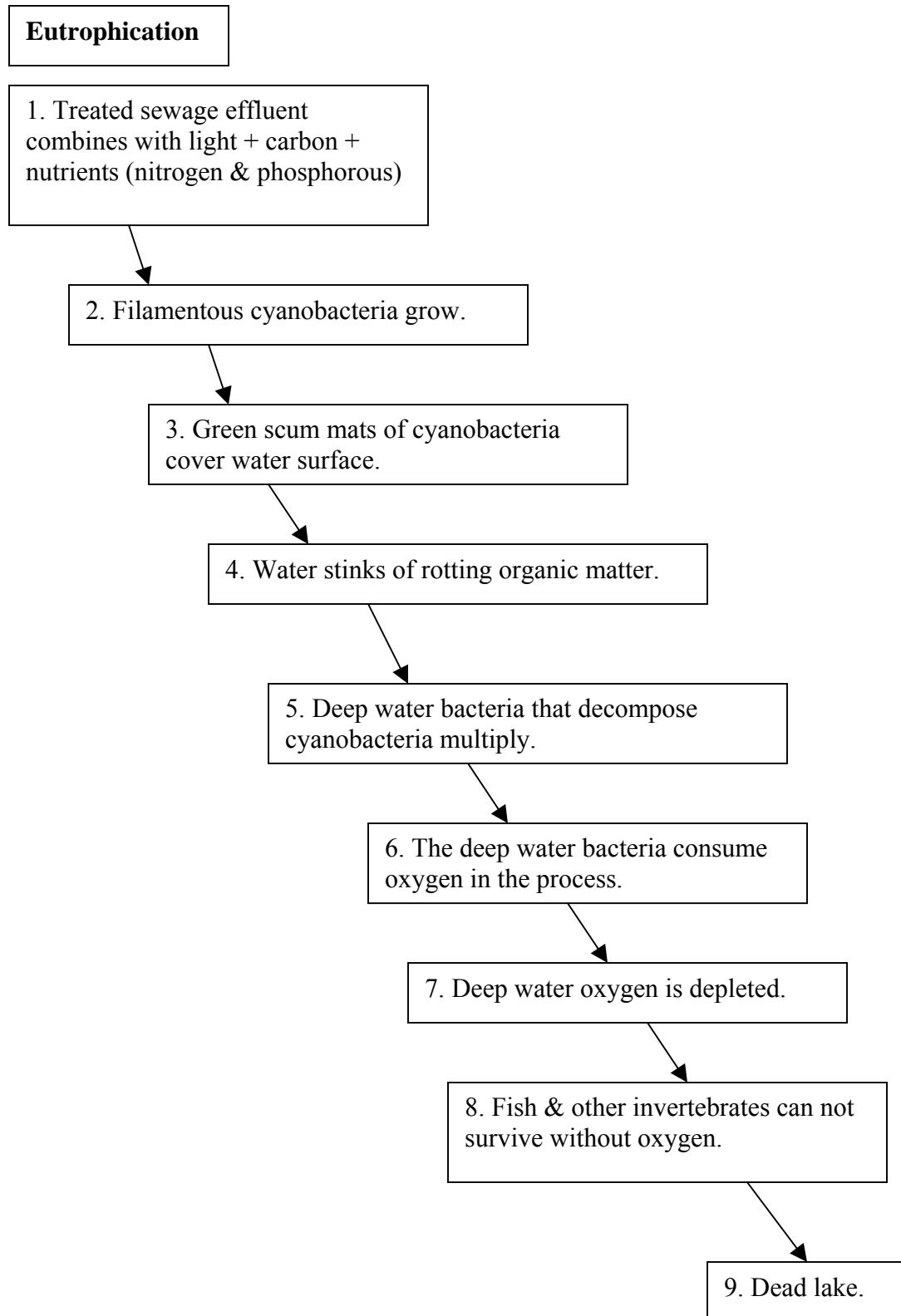
p.	Ex.	?	Answers – samples
154	21	1	air pollution – causes: cars & trucks, factories effects: poor health such as lung diseases, limited visibility
		2	water pollution – causes: household sewage, factories & boats effects: malformed marine life, dead water ways, exotic growths
		3	garbage disposal – causes: mass consumption without recycling effects: vast waste areas, some toxic sites

p.	Ex.	?	Answers
154	22		Students apply Muscle Reading strategies independently.

p.	Ex.	?	Answers
166	23	1	¶ 1 – to learn how an environmental problem was solved and to think about finding solutions to new problems using similar methods.
		2	¶ 2 – suburbs expanded in the 1940's and created more sewage
		3	¶ 3 – Comita & Anderson, doctoral students at the University of Washington.
		4	¶ 3- Oscillatoria, a blue-green algae was growing indicating a change in the lake.
		5	¶ 5 – In eutrophication, high nutrient levels contribute to the growth of

			filamentous cyanobacteria that forms a stinky green scum on the water surface.
		6	¶ 6 – Deep water bacteria that decompose the dead cyanobacteria multiply and consume oxygen. Deep lake waters no longer have oxygen and fish and invertebrates cannot live.
		7	¶ 7 – yacht racers cut through smelly green scum.
		8	¶ 10 – Lake Washington' microscopic life had been described in detail in 1933. Differences and changes were clear to document.
		9	¶ 12 – “The continued addition of phosphates and other nutrients to the lake would change its surface into a stinking mat of rotting cyanobacteria.”
		10	¶ 13 – Regional planning, complete elimination of discharge, and research to identify specific nutrients.
		11	¶ 15 – They thought it would have less effect there because Puget Sound is a much larger body of water.
		12	¶ 16 – They need to think about existing laws and the citizens who will be affected by any decision.
		13	¶ 18 – He wrote articles comparing then and now and outlining two courses of action and the consequences of each.
		14	¶ 19&20 – They created a regional government agency and paid extra taxes to move the effluent to Puget Sound.
		15	¶ 21 – The deterioration stopped in 1964, and the lake improved.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
167	<b>24</b>	1	



<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>	
168	<b>25-A</b>	1	important	a. clue
		2	outside	b. pressure
		3	strong	b. pressure
		4	telltale	a. clue
		5	under	b. pressure
		6	vital	a. clue
		7	intense	b. pressure
	<b>25-B</b>	1	to advance	b. a hypothesis
		2	because of	a. the consequences
		3	to reach	b. a hypothesis
		4	to suffer	a. the consequences
		5	to form	b. a hypothesis
		6	to face	a. the consequences
		7	to propose	b. a hypothesis
		8	to confirm	b. a hypothesis
		9	to formulate	b. a hypothesis
		10	to accept	a. the consequences

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
169	<b>26</b>	1	3
		2	2
		3	6
		4	5
		5	7
		6	4
		7	1

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Possible Answers</b>
169	<b>27</b>		Causes
		1	Population in Seattle metropolitan area expanded
		2	Lake Washington's waters became rich in dissolved nutrients such as phosphorous from the treated sewage (1940's).
		3	Eutrophication begins to occur (1950's).
			Effects
		1	<ul style="list-style-type: none"> <li>• Recreational use of the lake increased</li> <li>• Waste disposal in the lake increased</li> </ul>
		2	<ul style="list-style-type: none"> <li>• Cyanobacteria grew.</li> </ul>
		3	<ul style="list-style-type: none"> <li>• Lake conditions and life forms change.</li> </ul>

		4	Yacht race takes place (1955).	<ul style="list-style-type: none"> <li>• Spectators become aware of deteriorating lake conditions.</li> </ul>
		5	Anderson collects sample with <i>oscillatoria rubescens</i>	<ul style="list-style-type: none"> <li>• Edmondson publishes story on the lake's serious pollution problem (1955).</li> </ul>
		6	Edmondson proposes and publishes a solution model (1956-1957).	<ul style="list-style-type: none"> <li>• The public, scientists, &amp; government support the model</li> </ul>
		7	A regional government agency is approved (1958).	<ul style="list-style-type: none"> <li>• Pollution control project takes place (1961-1968).</li> </ul>
		8	The lake's deterioration is stopped (1964), and the last effluent is diverted (1968).	<ul style="list-style-type: none"> <li>• The lake returns to normal (1975).</li> </ul>
		9	The lake's daphnia population flourishes	<ul style="list-style-type: none"> <li>• Lake is even cleaner than before (1980).</li> </ul>

p.	Ex.	?	Answers	
170	<b>28</b>	1	Problem Identified	<ul style="list-style-type: none"> <li>• Comitad &amp; Anderson notice large mass of <i>oscillatoria</i></li> <li>• Pollution Control Commission raises concern</li> <li>• Yacht races</li> </ul>
		2	Scientific Assessment	<ul style="list-style-type: none"> <li>• Edmondson compares 1933 study of the lake with Comitad &amp; Anderson's 1950's work and determines that eutrophication is occurring</li> </ul>
		3	Develop Model	<ul style="list-style-type: none"> <li>• Edmondson creates model predicting decline could be reversed.</li> </ul>
		4	Risk Analysis for Solution	<ul style="list-style-type: none"> <li>• They propose that effluent would impact Puget Sound less than Lake Washington because of the Sound's size, depth, salt water, and tides.</li> </ul>
		5	Public Education	<ul style="list-style-type: none"> <li>• Edmondson writes to Seattle mayor, and prepares &amp; distributes report.</li> </ul>
		6	Political Action	<ul style="list-style-type: none"> <li>• Voters approve referendum with additional taxes to pay for project.</li> </ul>
		7	Follow through	<ul style="list-style-type: none"> <li>• Edmondson continues observations and analysis of lake changes.</li> </ul>

p.	Ex.	?	Answers
171	<b>29</b>	1	<i>Problem:</i> Lake Washington becomes polluted and is covered with clumps of <i>cyanobacteria</i>
		2	<i>Hypothesis:</i> Lake decline could be reversed if pollution were stopped. (If additional phosphorus was not introduced into the lake from sewage

			effluent, the lake would slowly recover.)
		3	<i>Experiment:</i> Build a ring of sewers around the lake to collect sewage discharge, and treat and transport it to the Puget Sound, away from Lake Washington.
		4	<i>Analysis:</i> Observe what happens. The hypothesis proved true. The lake water returned to normal by 1975 and by 1980 was even cleaner.
		5	<i>Share Knowledge:</i> The Lake Washington Project can serve as a successful example for other communities.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
172	<b>30</b>	1	Overlogging and water pollution are similar because they both cause change to the habitats of plants and animals/fish. They are different because logging is an industry that benefits timber companies and loggers who need jobs. The water pollution in Lake Washington was caused by everyone in the area, including the general public.
		2	Government representatives debated the issues and established policies.
		3	See transparency 4.5 for possible answers
		4	Lake Washington was not being used sustainably because it was being polluted with toxins it could no longer absorb, and this was related to population growth.
		5	Problems 3 and 4.
		6	Lake Washington is a renewable resource. The water can be replaced by natural processes and it can be used forever as long as it is cared for.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
173	<b>31</b>	1	Examples can vary. Students can select any issue they see as persuasive. For example, Raven and Berg are persuasive when they discuss environmental sustainability.
		2	We live in a “material world”, a “disposable society”. We are surrounded by media messages that encourage consumption. It is hard to change habits that feel comfortable. Personal experience examples will vary. They will probably reflect three areas: 1) lower consumption & reduce waste, 2) stay informed about the environment & share knowledge, and 3) get involved with environmental issues
		3	In eutrophication, cyanobacteria grows on lake water surfaces when phosphorous nutrients from sewage effluent combine with light and carbon. The scum grows, and the water stinks. Deep water bacteria that decompose cyanobacteria multiply and consume oxygen. Without oxygen, fish and invertebrates cannot survive. The lake dies.
		4	Environmental scientists study how human's can best live within the earth's environment. They work to solve environmental problems such as overpopulation, pollution, and limited resources. Environmental science is “the interdisciplinary study of humanity's relationship with other organisms and the non-living physical environment.” Many different professionals work with environmental issues.
		5	Environmental sustainability is the ability to meet current human needs

			without ruining the environment (land, water, & air) for the future. It is finding balance.
		6	The loggers and timber industry wanted to log the trees from the forests in the Northwest. Environmentalists wanted to protect the old-growth forest habitat where endangered species such as the spotted owl live.
		7	Environmental problems are complex and involve interconnected areas. The government needs to hear from community members, environmental scientists, industry, and lawyers to order to make well informed policy decisions.
		8	The environmental problems of Lake Washington were solved when they stopped putting treated sewage in the lake. The lake recovered.
		9	Edmondson <i>hypothesized</i> that Lake Washington could recover from its pollution <i>problem</i> if people stopped putting in treated sewage. He suggested an <i>experiment</i> to build a ring of sewers around the lake to collect the sewage discharge, and treat it and transport it to the Puget Sound, away from Lake Washington. For <i>analysis</i> , he observed what happened and found his hypothesis proved true. The lake water returned to normal by 1975 and by 1980 was even cleaner. We can <i>share knowledge</i> about how this project can serve as a successful example for other communities.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
175	<b>32</b>	1	automation automate
		2	construction construct
		3	consumption consume
		4	elimination eliminate
		5	foundation found
		6	function...function
		7	generation generate
		8	interaction interact
		9	intervention intervene
		10	legislation legislate
		11	proportion portion

Chapter 5

Seeing the Big Picture:  
Macroeconomics

p.	Ex.	?	Answers
177	1	1	Examples from students will vary. Conclusions will stem from the examples and will reflect varied patterns as to who benefits from individual economic decisions.

p.	Ex.	?	Answers
178	2	1	For example, common reports include updates on the stock market and news about the fortunes of businesses
		2	For example, people who read the business sections are interested in investments, market actions, and business actions.
		3	Article choices will vary.

p.	Ex.	?	Answers
178	3	1	General knowledge of these concepts will vary.

p.	Ex.	?	Answers
181	4	1	¶ 1) An <u>economic expansion</u> is a <u>period</u> of continuous economic growth without a <u>significant</u> economic downturn.
		2	¶ 2) An economic downturn that ends an expansion is known as a <u>recession</u> .
		3	Footnote) <b>The Federal Reserve</b> is a U.S. government agency that provides a central bank system. It accepts deposits and makes loans to commercial banks. It also acts as a banker for the federal government, and it controls the country's <u>money supply</u> . It was created in 1913
		4	¶ 4) Macroeconomics is the study of the <i>whole market economy</i>

p.	Ex.	?	Answers
182	5	1	1991; 2001
		2	unemployment was low and falling, and spending by <u>consumers</u> and <u>investors</u> was very robust
		3	2001
		4	unemployment increased, and spending by <u>consumers</u> and business firms fell
		5	They moved to <u>implement policies</u> that they claimed would help the economy return to a <u>period</u> of expansion
		6	The idea that people make purposeful decisions with scarce <u>resources</u>
		7	Answers will vary.
		8	Macroeconomics <u>focuses</u> on the economy as a whole. Economic growth, recessions, unemployment, and inflation are among its subject matter.
		9	Answers will vary. Ideas from ¶ 5 should be incorporated.

p.	Ex.	?	Answers
184	<b>6</b>		Answers will vary. Here are some possible examples.
		1	<i>Inference</i> : He feels job security <i>Assumption</i> : People who stay with a job for a long time feel secure.
		2	<i>Inference</i> : She will buy expensive things. <i>Assumption</i> : People who have a lot of money spend it.
		3	<i>Inference</i> : He hopes that more education will lead to a new job. <i>Assumption</i> : Having a good education means having a good job.
		4	<i>Inference</i> : He will put the merchandise on sale. <i>Assumption</i> : Lower prices attract more customers.
		5	<i>Inference</i> : She has to be careful with her money. <i>Assumption</i> : People with low incomes cannot buy everything they want.

p.	Ex.	?	Answers
185	<b>7</b>	1	31

p.	Ex.	?	Answers – Sample phrases or meanings will vary.
185	<b>8</b>	1	<i>economy</i> – noun – The economy fluctuates.
		2	<i>economics</i> – noun – It's the study of the production, distribution and consumption of goods and services.
		3	<i>economies</i> – noun, plural – U.S. and Canadian economies ...
		4	<i>economical</i> – adjective – It means efficient, not wasteful
		5	<i>economically</i> – adverb – It means efficiently, in a cost-effective manner
		6	<i>economist</i> – noun – a person who studies the economy.
		7	<i>macroeconomics</i> – noun – a branch of economics that studies the whole market economy

p.	Ex.	?	Answers			
186	<b>9</b>	1.	an		<b>economic</b>	<b>expansion</b>
		2.		<b>continuous</b>	<b>economic</b>	<b>growth</b>
		3.	<b>a</b>	<b>significant</b>	<b>economic</b>	<b>downturn</b>
		4.	the	<b>longest</b>	<b>economic</b>	<b>expansion</b>
		5.	an		<b>economic</b>	<b>downturn</b>
		6.	the		<b>economic</b>	<b>slowdown</b>
		7.		<b>recent</b>	<b>economic</b>	<b>data</b>
		8.	the	<b>longest</b>	<b>economic</b>	<b>expansion</b>
		9.			<b>economic</b>	<b>growth</b>
		10.	<b>a</b>	<b>period of</b>	<b>economic</b>	<b>expansion</b>
		11.		<b>strong</b>	<b>economic</b>	<b>growth</b>
		12.		<b>good</b>	<b>economic</b>	<b>policies</b>

An example of something students may notice about the words that collocate with economic is that they could be divided into synonym categories.

p.	Ex.	?	Answers
187	<b>10</b>	1	GDP
		2	The economy is ... (Answers will vary.)
		3	The GDP is high in good economies and low in weak economies.
		4	<b>Real Gross Domestic Product</b> (Real GDP) is a measure of the value of all goods and services newly produced in a country during some period of time, adjusted for changes in prices over time.

p.	Ex.	?	Answers
188	<b>11 &amp; 12</b>		Students apply Muscle Reading strategies independently.

p.	Ex.	?	Answers.
198	<b>13</b>	1	<b>Real Gross Domestic Product</b> (Real GDP) is a measure of the value of all goods and services newly produced in a country during some period of time, adjusted for changes in prices over time
		2	<b>Economic growth</b> is an upward trend in real GDP, reflecting expansion in the economy over time
		3	<b>Economic fluctuations</b> are swings in real GDP that lead to deviations of the economy from its long-term growth trend.
		4	These short-term fluctuations in real GDP are also called <i>business cycles</i> .
		5	<b>Recession</b> is a decline in real GDP that lasts for at least six months.
		6	<b>Peak</b> is the highest point in real GDP before a recession.
		7	<b>Trough</b> is the lowest point of real GDP at the end of a recession.
		8	<b>Expansion</b> is the period between the trough of a recession and the next peak, consisting of a general rise in output and employment.
		9	<b>Recovery</b> is the early part of an economic expansion, immediately after the trough of the recession.
		10	<b>Depression</b> is a huge recession that is deep and long.

p.	Ex.	?	Answers.
198	<b>14</b>	1	¶ 4) 3% more improving
		2	¶ 3) capita goods and services real GDP/number of people in the economy
		3	¶ 5) 1.7%
		4	¶ 5) \$10,000 \$20,000

		5	¶ 6) southern states South North
		6	¶ 6) Africa, Asia, and Latin America
		7	¶ 10) recession the 1973-1975 recession and the 1980 recession recessions 1990-1991 1991-2001
		8	Students will probably provide current examples.
		9	For example, the Great Depression in the U.S. lasted from 1929-1933

p.	Ex.	?	Answers.
201	<b>15</b>	A	This graph shows us common <u>PHASES</u> in a business <u>CYCLE</u> . The blue <u>LINE</u> illustrates ups and <u>DOWNS</u> . The line goes up and reaches a <u>PEAK</u> . Then the line goes down again to a <u>TROUGH</u> . As the line goes up after the <u>RECESSION</u> , the first part is considered a <u>RECOVERY</u> because the economy is just recovering from a <u>RECESSION</u> . The period between <u>RECESSIONS</u> is called an <u>EXPANSION</u> . For a decline to be called a <u>RECESSION</u> , it must last for 18 months. Expansions can last for <u>LONG</u> or short periods of time.
		B	Student interpretations will be individual, but should follow a general pattern. (See chapter notes for access to graph visuals.)

p.	Ex.	?	Answers.
202	<b>16</b>	1	Economic fluctuations are the ups and down in the economy. Economic growth is positive change only. It is the percentage increase in real GDP.
		2	It takes time to recover from recessions and feel positive effects. The GDP is no longer declining, but improvement takes time to happen.
		3	12
		4	The 1990-1991 recession lasted 8 months with a GDP decline of 1.4. The 2001- recession has lasted longer, 13 months at the time the chart was written.

p.	Ex.	?	Answers.
202	<b>17</b>		The peak occurred in 1974; the recession went from 1974-1975; the trough occurred in 1975; and the recovery phase went from 1975-1976.

p.	Ex.	?	Answers.
203	<b>18</b>		Strategies should include previewing concepts and skimming for main ideas and familiar concepts, looking over graphs and tables, and mentally noting section titles and asking questions based on the section titles.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
210	<b>19</b>	1	unemployment rate
		2	inflation rate
		3	interest rate

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
211	<b>20</b>	1	1982
		2	10%
		3	1981
		4	recession periods
		5	25%
		6	Early 1940's
		7	World War II
		8	4%
		9	5.6%
		10	The terrorist attack.
		11	It started rising before September.
		12	1980
		13	In 1981-1983
		14	2 or 3%
		15	15%
		16	increasing
		17	decreasing

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
212	<b>21</b>	1-3	Examples provided by students will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
213	<b>22</b>	1	<u>subsiding</u>
		2	<u>maintain</u>
		3	<u>loss</u>
		4	<u>economist</u>
		5	<u>stable</u>
		6	<u>expansion</u>
		7	<u>predict</u>
		8	<u>goods</u>
		9	<u>deepen</u>
		10	<u>recession</u>
		11	<u>prior</u>
		12	<u>expanded</u>
		13	<u>exception</u>

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
-----------	------------	----------	-----------------

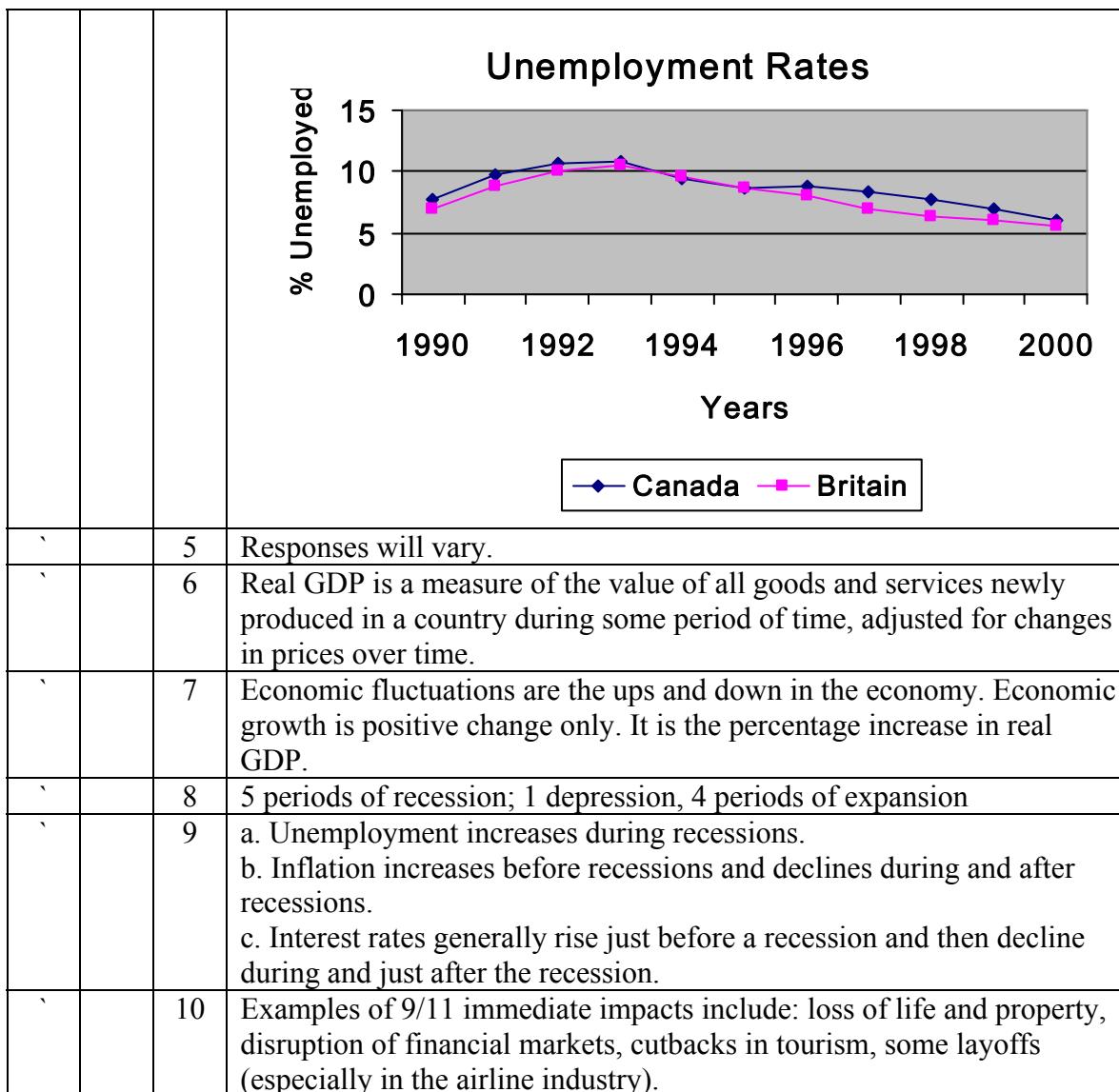
214	<b>23</b>	1	Selection 4 is about one event and economic changes that may be associated with it. It is more specific than selections 2 and 3. It does not have charts and graphs. It does not have section titles. It does not have bold terms.
'		2	You could preview by skimming the beginnings and ends of paragraphs. You could ask a question from the title.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
218	<b>24</b>	1	b
'		2	a
'		3	a
'		4	b
'		5	c

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
219	<b>25</b>		Reaction papers will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
219	<b>26</b>		Article choices will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers.</b>
220	<b>27</b>	1	Selections 2 &3 are written in textbook style with a lot of explanation of theory and concepts and many graphs and charts. A news article will probably be more focused on a specific topic and may assume prior knowledge of economic concepts.
'		2	GDP is gross domestic product. In figure 17.1 we can see that the Real GDP in the U.S. has shown a general growth trend for 30 years.
'		3	<i>Possible Inference:</i> The country does not have a healthy economy and is underdeveloped. <i>Assumption:</i> Underdeveloped countries that have weak economies and low GDP's cannot provide lasting improvements for the well being of their peoples.
'		4	Note that a direction line error was made on page 221. The correct directions for item 4 are on the bottom of page 220.



**Chapter 6**

**World Roots of American Education**

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
224	1	1-4	<p>Questions will vary. Some possibilities include:</p> <p>Why would someone want to become a teacher?</p> <p>What do you remember about a “best” teacher you have had?</p> <p>What do you remember about a “worst” teacher you have had?</p> <p>How can teachers influence the lives of others?</p> <p>How much education do you need to teach at different levels?</p> <p>What responsibilities do teachers have?</p> <p>How much money do teachers make?</p>

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
225- 227	2		Reaction paper contents will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
227	3		Students apply Muscle Reading strategies independently.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
236	4	1	a
		2	b
		3	a
		4	c
		5	c
		6	b
		7	b
		8	a
		9	c
		10	b

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
237	5		Links for many sites are included in the Chapter Notes.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
238	6		According to Ornstein and Levine, historical educational practices still influence education today.
		1	When I read about storytelling in preliterate times, I really started thinking about ways teachers and parents use stories and anecdotes to help us learn. Why do stories help us learn? How is storytelling as a teaching method different from other methods?
		2	Questions will vary.

		When I read about ... How ... ? Why ...?
	3	When I read about ... How ... ? Why ...?

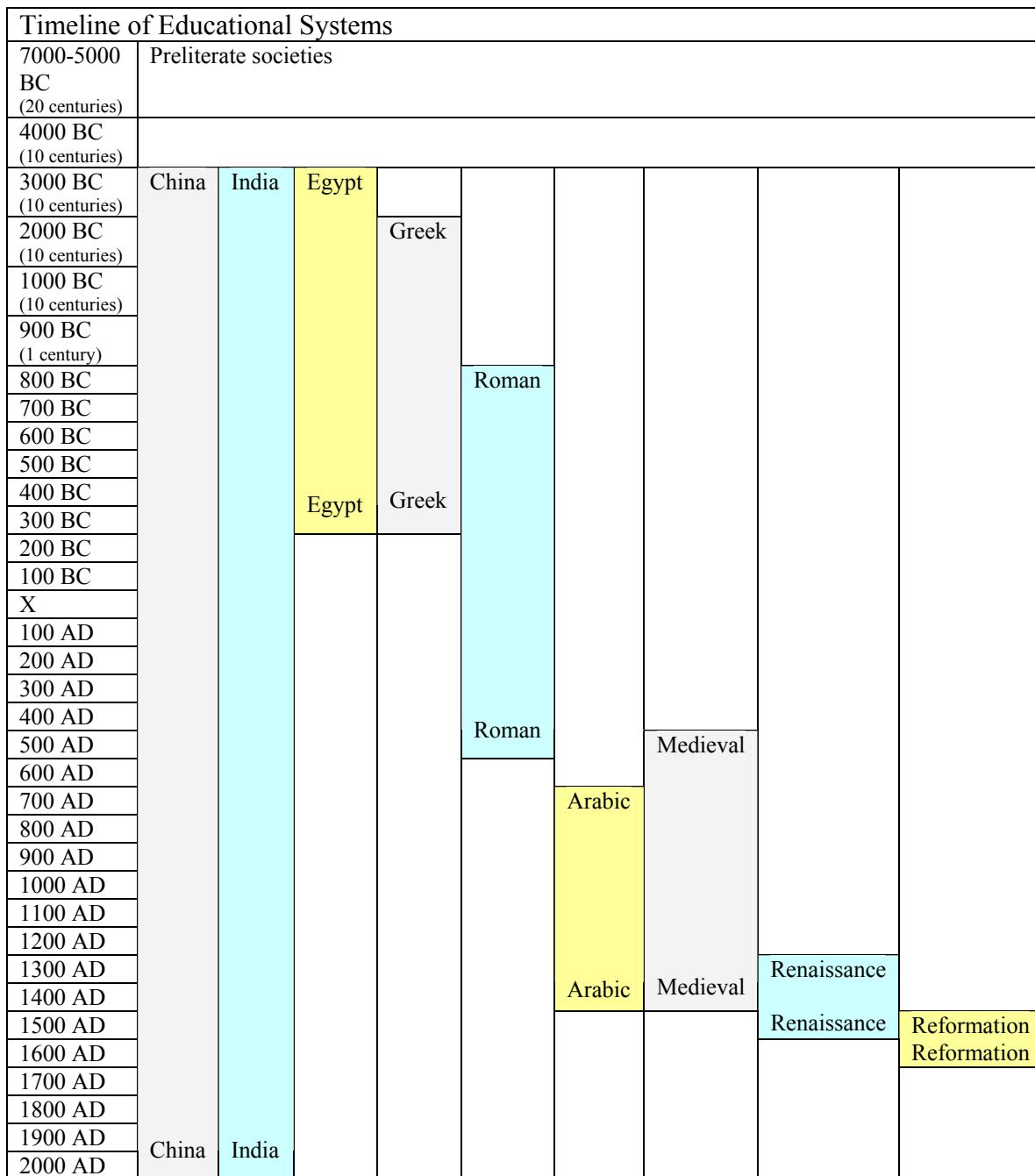
<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
239	7	1	past, present perfect, and simple present
		2	simple present
		3	Confucius/ Confucius's ideas/ Confucian philosophy/The following selection
		4	a superior man/he/he/he/he/leading not dragging/strengthening not discouraging/opening not conducting/he/four defects/some/some/some/they/some/they/four defects/a teacher/he/teaching/ etc.
		5	"He" is used very often in the later paragraphs.
		6	Robert Ulrich
		7	Confucius
		8	Secondary source – Confucius is the primary source.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
239	8		Advice posters will vary.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
240	9	1	Historical Group or Period
		2	Educational Goals
		3	Students
		4	Instructional Methods
		5	Curriculum
		6	Agents
		7	Influences on Education

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
243 & 245	Reading Selection 2		In early printings of College Reading 4, the columns of the charts were incorrectly labelled on pages 243 and 245. The correct headings are 1) HISTORICAL GROUP OR PERIOD, 2) CURRICULUM, 3) AGENTS, AND 4) INFLUENCES ON EDUCATION. A corrected version of these charts are available on the instructor page for this book: <a href="http://www.college.hmco.com/esl/eas/college_reading_4/1e/instructors/index.html">http://www.college.hmco.com/esl/eas/college_reading_4/1e/instructors/index.html</a>

p.	Ex.	?	Answers
246	<b>10</b>		



p.	Ex.	?	Answers
246	<b>10</b>	1-3	Observations will vary. Probably students will mention the long traditions of education in China and India, and the relatively short-lived periods of some other systems.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
247	<b>11</b>	1	K) Survival skills and group membership
		2	D) Confucian principles for government
		3	H) Practices from the Vedas
		4	A) Administrative knowledge
		5	C) Civic responsibility & general knowledge base
		6	G) Military knowledge
		7	B) Civic responsibility, administrative & military
		8	F) Islamic beliefs, mathematics, medicine & science
		9	J) Religion, rituals, & roles
		10	E) Humanists, Greek & Latin classics, elitist
		11	I) Religious, & general literacy

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
<b>P</b> <b>248</b>	<b>12</b>		<p>Students are to provide oral reports. They should retell information from the chart in 5 categories based on the 5 questions for this exercise.</p> <p>For question 1, <i>students?</i>, see column 3 on pages 242 &amp; 244.</p> <p>For question 2, <i>what studied?</i>, see column 2 on pages 243 &amp; 245.</p> <p>For question 3, <i>methods?</i>, see column 4 on pages 242 &amp; 244</p> <p>For question 4, <i>teachers?</i>, see column 3 on pages 243 &amp; 245</p> <p>For question 5, <i>influences?</i>, see column 4 on pages 243 &amp; 245</p> <p>The ten periods are listed here to aid you in helping the students to break into 10 groups or pairs (depending on class size). Each period needs 5 responses.</p> <p>1 China 2 India 3 Egypt 4 Greek – Athens 5 Greek – Sparta 6 Roman 7 Arabic 8 Medieval 9 Renaissance 10 Reformation</p>

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
253	<b>13</b>		<p>According to Ornstein and Levine, India has a long and rich educational tradition that was influenced by many invaders, change, and assimilation. India is a diverse society and its educational system works with the diversity.</p>

p.	Ex.	?	Answers		
253	14	TITLE:			
		Time Period	Invading Group & Leaders	Religious Influence	Social/Educational Influence
		1500 BC	Ayrans	Hinduism	Caste system
		13 <sup>th</sup> century	Muslims Mughul dynasty	Islamic	Persian and Arabic education traditions - madrassahs
		18 <sup>th</sup> century	British	Christian	Imposition of English in government & commerce

p.	Ex.	?	Answers
254	15	TITLE: Caste System of Social Order in India	
		Column Title: Caste Level	Column Title: Duties & Roles
		1. Brahmins	Priest-educators
		2. Kshatriyas	Rulers, judges, and warriors
		3. Vaishyas	Merchants
		4. Shudras	Farmers
		5. Untouchables	Menial workers

p.	Ex.	?	Answers
254	16	1	Hindus believe in reincarnation, or the transmigration of souls. They believe that a person's soul is reborn into several new lives. New life experiences depend on how the well person performs duties and rituals during prior lives. The soul is on a journey to reach the highest spiritual level, and is then reabsorbed into Brahma, the divine power.
		2	Hindus had Brahmanic schools for the upper caste. According to the authors, Hindu education emphasized religion. Students respected teachers as sources of wisdom. They valued all life and searched for truths. Teachers did not humiliate students.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
255	<b>17</b>	1	Confucius ... the Vedas (Bhagavad Gita, Upanishads)
		2	India
		3	Indian ... wisdom (knowledge) ... humiliating
		4	cultures ... culturally
		5	caste ... racism ... indoctrination

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
259	<b>18</b>	1	they had social, cultural, political and educational stability.
		2	they were concerned with navigation technologies and statecraft.
		3	study medicine.
		4	to create and preserve religious, political, and medical literatures.
		5	a close relationship between formal education and religion.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
260	<b>19</b>	1	Martin Bernal
		2	He believes that the Greeks learned many of their educational concepts from the Egyptians in areas such as government, philosophy, the arts, and sciences; thus, he thinks that the origins of Western culture are African.
		3	They believe he overemphasizes Egyptian influence on ancient Greece.
		4	Recent findings show that contacts between the Egyptians and Greeks, particularly at Crete, introduced the Greeks to Egyptian knowledge, such as mathematics and Egyptians art forms.
		5	Answers will vary.
		6	You can evaluate his credibility by looking for information about him. In the footnote it says he published a book on this topic in 1987 with Rutgers University Press.
		7	Answers will vary. In general, much of what we read in history books shapes our understanding of our roots. History books cannot include everything. They reflect the knowledge and experiences of their authors. When people make new discoveries about old events, they can change our understanding of the world, and even our self concepts.

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>												
260	<b>20</b>	1	Answers will vary.												
		2	Answers will vary.												
		3	In general, females and common/lower classes were excluded from educations. Young male elites were educated.												
		3	<table border="1"> <thead> <tr> <th><i>Educational System</i></th> <th><i>Had access</i></th> <th><i>Excluded</i></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> China</td><td>Males of gentry class</td><td>Females and common/lower classes</td></tr> <tr> <td><input type="checkbox"/> India</td><td>Males of upper castes</td><td>Females and common/lower classes</td></tr> <tr> <td><input type="checkbox"/> Egypt</td><td>Males of upper classes</td><td>Females and common/lower classes</td></tr> </tbody> </table>	<i>Educational System</i>	<i>Had access</i>	<i>Excluded</i>	<input type="checkbox"/> China	Males of gentry class	Females and common/lower classes	<input type="checkbox"/> India	Males of upper castes	Females and common/lower classes	<input type="checkbox"/> Egypt	Males of upper classes	Females and common/lower classes
<i>Educational System</i>	<i>Had access</i>	<i>Excluded</i>													
<input type="checkbox"/> China	Males of gentry class	Females and common/lower classes													
<input type="checkbox"/> India	Males of upper castes	Females and common/lower classes													
<input type="checkbox"/> Egypt	Males of upper classes	Females and common/lower classes													

			<input type="checkbox"/> Greek – Athens <input type="checkbox"/> Greek – Sparta	Male children of citizens; ages 7-20	Females and common/lower classes foreigners	
			<input type="checkbox"/> Roman	Male children of citizens; ages 7-20	Females and common/lower classes foreigners	
			<input type="checkbox"/> Arabic	Male children of upper classes; ages 7-20	Females and common/lower classes	
			<input type="checkbox"/> Medieval	Male children of upper classes or those entering religious life; girls and women entering religious communities; ages 7-20	Those not entering religious life	
			<input type="checkbox"/> Renaissance	Male children of aristocracy and upper classes; ages 7-20	Females and common/lower classes	
			<input type="checkbox"/> Reformation	Boys and girls, ages 7-12, in vernacular schools; young men, ages 7-12, of upper class backgrounds in humanist schools		
			Opinions may vary. In general, students might be surprised at the limited opportunities for education.			
		4	Student responses may vary. Here are some possible thoughts. Inclusion affects classroom experiences because children are exposed to human differences and they can learn to be tolerant and appreciative of diversity, rather than harboring prejudice or fear of others. In pluralistic societies such as the U.S., it is important to support this value and look for ways to help reduce ethnic tensions. When people of diverse backgrounds study and work together, cross cultural exchanges can enrich all lives. Some degrees of assimilation will probably result, but this should not be feared. People will always cling to the essential cultural norms that define their individual identities in place and time.			

p.	Ex.	Answers				
261	21					
1.	assess	assessed	assesses	assessing	assessment	
2.	conduct	conducted	conducts	conducting	conductor	
3.	create	created	creates	creating	creation	
4.	emphasize	emphasized	emphasizes	emphasizing	emphasis	
5.	establish	established	establishes	establishing	establishment	
6.	interpret	interpreted	interprets	interpreting	interpretation	
7.	proceed	proceeded	proceeds	proceeding	procedure	
8.	require	required	requires	requiring	requirement	
9.	survive	survived	survives	surviving	survival	
10.	transmit	transmitted	transmits	transmitting	transmission	

1.	controversy	controversial	controversies
----	-------------	---------------	---------------

2.	convention	conventional	conventions
3.	culture	cultural	cultures
4.	hierarchy	hierarchical	hierarchies
5.	ethic	ethical	ethics
6.	tradition	traditional	traditions

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
262	<b>22</b>	1	transmitted ... culture
		2	survival
		3	surviving (survival)
		4	ethics
		5	ethical
		6	emphasized
		7	hierarchy
		8	interpreted
		9	assess
		10	required
		11	emphasizing
		12	conducted
		13	cultural ... survived
		14	established
		15	proceeded
		16	controversial
		17	conventional ... interpretation

<b>p.</b>	<b>Ex.</b>	<b>?</b>	<b>Answers</b>
264	<b>23</b>	1	Questions will vary.
		2	<p>Answers may vary. Possible answers include:</p> <p>a. In ancient China the educational and examination systems were reserved exclusively for upper class males; as a result, <u>females and common/lower class male were not well educated and educational traditions may favor male interests and male study/teaching styles.</u></p> <p>b. Although national tests contribute to uniform assessment, such tests also sometimes cause teachers to <u>teach to the test.</u></p>
		3	Opinions about memorization may vary. Students should justify and support their opinion with examples.
		4	Answers will vary. For example, Ornstein would be a credible source on education. We can trust and value his opinion because we know he has done research in the area of education, he has published materials with reputable publishing houses, and in addition to writing, he has taught in the field.
		5	Students should list specific strategies/study plans that could include the Recite, Review, Review Again steps from Muscle Reading as well as studying in groups, verbalizing answers, anticipating test items, using note cards, etc.
		6	Answers will vary and should be insightful.

		7	Students could write about Preliterate, Chinese, Indian, or Egyptian influences. This chart can remind you of the different methods.
			Instructional Methods
		Preliterate societies 7000 B.C. – 5000 B.C.	Informal instruction; children imitating adult skills and values
		China 3000 B.C. - A.D.1900	Memorization and recitation of classic texts
		India 3000 B. C. - present	Memorizing and interpreting sacred texts
		Egypt 3000 B. C. – 300 B.C.	Memorizing and copying dictated texts
		Greek 1600 B.C. – 300 B.C.	Drill, memorization, recitation in primary schools; lecture, discussion and dialogue in higher schools
		Roman 750 B.C. – A.D. 450	Drill, memorization, recitation in ludus; declamation in rhetorical schools
		Arabic A.D. 700 – A.D. 1350	Drill, memorization, recitation in lower schools; imitation and discussion in higher schools
		Medieval A.D. 500 – A.D. 1400	Drill, memorization, recitation, chanting in lower schools; textual analysis and disputation in universities and higher schools
		Renaissance A.D. 1350 – A.D. 1500	Memorization, translation, and analysis of Greek and Roman classics
		Reformation A.D. 1500 – A.D. 1600	Memorization, drill, indoctrination, catechetical instruction in vernacular schools; translation and analysis of classical literature in humanist schools
		8	The main educational goal in ancient Egypt was to prepare priest scribes to administer the empire. They studied religious and technical texts. They had a writing system of hieroglyphic script. They studied navigation and building, statecraft (politics), medicine, anatomy, mathematics, astronomy, religion, poetry, literature, and architecture.
		9	Students could contrast Preliterate, Chinese, Indian, or Egyptian educational systems.
		10	Opinions about inclusion may vary. Students should justify and support their opinion with examples.
		11	Students could summarize key features of Preliterate, Chinese, Indian, or Egyptian educational systems.
		12	The most important thing learned will vary. Students should justify and support their opinion with examples.